

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading skills are one of the most important basic competencies in English education. Reading not only allows students to understand written information, but also becomes a means to increase insight, improve vocabulary, and develop critical thinking skills. In the context of English language learning, good reading skills are also the basic for mastering other language skills, such as writing, speaking, and listening. Through reading activities, students can explore a variety of English texts that are rich in information and culture, which in turn strengthens their understanding of the language. According to Aziz et al. (2019), it is important for EFL students to have the ability to read various types of reading materials to gain abundant knowledge and information in learning English. Therefore, reading skills are a component that cannot be ignored in efforts to improve the quality of English language learning, especially at the senior high school education level, where students' are expected to be able to understand and analyze more complex texts.

However, students' often face a variety of challenges in comprehending English texts, which can affect their ability to master reading skills effectively. One of the main challenges is the complexity of the texts they are required to read, which often use more complex sentence structures and a wider vocabulary. In addition, many students still have difficulty identifying main

ideas, analyzing implied information, and making inferences from the text. Lack of exposure to English outside the classroom is also a factor that slows down the development of their reading skills, as opportunities to enrich their understanding of various types of texts are limited. On the other hand, students' motivation and interest in academic texts are often low, adding to the difficulty in comprehending the content of the reading. These challenges, if not addressed with the right learning approach, can hinder students' academic achievement and their readiness to continue their education to the higher levels.

In 2019, the Program for International Students Assessment (PISA), a three year survey conducted by the Organization for Economic Co-operation and Development (OECD), showed that Indonesia ranked 74th out of 79 countries in student literacy. The reading score fell from 397 in 2015 to 371 in 2018, mainly because Indonesian students are not very interested in reading. It revealed that most of students in Indonesia have lack of reading skills.

Based on the data above, reading becomes a common problem for students in Indonesia to understand the written text (Hasanah, 2019). Most of them had limited knowledge to master reading skills. They were unable to understand the purpose of the text. It because they had lack of vocabulary, low motivation and not interested in the content of the text. On the other hand, the students got low score in reading because they could not answer the text

clearly, especially in exposition text, which the text is quite long, that contains many difficult and unfamiliar vocabularies to understand.

In teaching reading, an effective learning approach plays a very important role in improving students' reading comprehension. The right approach can help students overcome various difficulties that they face when reading English texts, such as understanding complex structures, understanding the meaning of new words, and capturing main ideas and important details in the text. An effective approach also allows students to understand the knowledge they already have with the new information they get from the text, thereby strengthening their memory and comprehension.

Based on the explanation above, the researcher find a way or method that can be applied in the classroom to teaching reading comprehension. One of model that can be used by the teachers is interactive approach. The interactive approach in reading emphasizes active engagement and participation of both the reader and the text. Through interactive approach in the classroom, the teacher can help the students to improve their reading skill by practicing top-down and bottom-up model reading activities (Nurhayati, 2014). So that the implementation of interactive approach may gives an opportunity to improve their reading skill and make the reading activities more effective.

By implementing interactive learning methods and actively involving students, teachers can create a learning environment that supports the development of deeper reading skills.

Therefore, the researcher has considered to use the interactive approach method to teach reading and deliver a thesis that entitled **“The Implementation of Interactive Reading Approach in Teaching Reading Comprehension at the Twelfth Grade Students of SMA N 6 Pariaman”**.

B. Identification of the Problem

There are two main factors that influence students reading ability. They are internal factors and external factors. Internal factors come from the students themselves, such as low motivation, less concentrate, and lack of vocabulary that can influence students in learning reading. External factors are factors that come from outside students, such as learning media, classroom environment, the teachers, and the teaching approach itself. Based on the background explanation above, selecting approaches in teaching reading considered as one of the most important thing to do. Basically, students, have different characteristics, abilities, and levels. They need strategy that suits their needs in learning reading. That is why the teacher shall wisely select the appropriate approach for them.

C. Limitation of the Problem

While the issue of students' reading comprehension skills are significant and need more attention, it will be essential to acknowledge certain limitations associated with this problem. In this research, the researcher will focus on the effectiveness of interactive approach in teaching reading comprehension for senior high school students.

D. Research Questions

In this research, the researcher has formulated problems that will be answered as follows:

1. How does the *interactive reading approach* improve students' reading comprehension?
2. Is the *interactive reading approach* effective in teaching reading comprehension at the twelfth grade students of SMA N 6 Pariaman?

E. Purpose of the Research

1. To find out how the interactive reading approach improve students' reading comprehension.
2. To find out whether using the *interactive reading approach* is effective to improve students' reading comprehension.

F. Significant of the Research

This research expected to hold significant value for several reasons:

1. Theoretically

Theoretically, this research hopefully contribute to educational field that helping educators and teachers to find out and adapt to the strategy to deal with this problem effectively.

2. Practically

a. For teachers

This research can help provides recommendation for the teachers to use certain methods to improve students reading skills in the teaching process.

b. For students

This research expected to facilitate students in foreign language learning especially in English. They will find knowledge that can contribute to improving their reading comprehension.

c. For researcher

This research is significant for the researcher because it allows them to learn more about how to use the interactive approach effectively.

G. Definon of Key Terms

1. Reading

Reading is the meaningful interpretation of printed or written verbal symbols. This process results from the interaction between recognizing graphic symbols representing language and the reader's language skills, cognitive abilities, and general knowledge.

2. Reading Comprehension

Reading comprehension is the ability to understand, interpret, and deriving meaning from written text. It involves not just decoding words and sentences, but also connecting ideas, making inferences, and using background knowledge and cognitive skills to fully grasp the author's message.

3. Interactive Reading Approach

An interactive reading approach is a learning strategy that actively involves readers in the reading process to increase their understanding and engagement with the text. This approach aims to make readers not only

passively receive information, but also think critically, ask questions, and interact with the text.

4. Exposition Text

Exposition Text is a type of writing that aims to convey the author's ideas or opinions in depth regarding a phenomenon around him. This text usually contains logical arguments, facts, and evidence that support the author's point of view. In Exposition Text, the author tries to convince the reader to understand or accept his point of view on the topic being discussed, by providing a detailed and coherent explanation.